

Form 10-E
(STATE FUNDED PROGRAMS ONLY)
Program Enrollment
Instructions

Revised 1/06

Form 10-E can be accessed online at <https://164.165.152.56/sec/login.asp>

Note: The Form 10-E is labeled with letters that correspond with the Section letters in these instructions. State Division or Division in these instructions refer to the State Division of Professional-Technical Education.

A. General Information

1. **Only one form should be completed for each program.** The lead instructor for each program should complete this form - do not complete a form for each instructor in the program. The preprinted data shown in this section are provided as currently on file in the State Division. If data needs to be changed or corrected (i.e. Lead Instructor's name) please email Donna Simpson at the Division at dsimpson@pte.idaho.gov.
2. Due dates
 - a. February 15 - Schools on two semester schedules
 - b. March 15 - Schools on trimester schedules (**10-E Form Only - all other forms are due on February 15**)

B. Unduplicated Enrollments

1. Specific Labor Market classes are those approved by the State Division for professional-technical reimbursement. All classes shown as professional-technical approved courses in the *Professional-Technical Programs Titles, Codes, and Descriptions* booklet are included in this section.
2. Students in the 9th grade are to be included only if they are part of a regular professional-technical program. **Students below 9th grade should not be counted in any case.**
3. It is important that the enrollments not be duplicated within a program. A student is counted only once within each category (i.e. Race/Gender, Special Populations and Grade Level). If students have had more than one teacher in the same program during the year, then they should still be counted only once.

THE TOTALS FROM THE RACE/GENDER SECTION MUST EQUAL THE TOTALS FROM THE GRADES 9 THROUGH 12 SECTION. PLEASE DO NOT ADD 7TH OR 8TH GRADE STUDENTS TO ANY GRADES 9-12 TOTALS.

4. The **Special Populations Students** section (i.e. Individuals with Disabilities, Limited English Proficiency (LEP), Economically Disadvantaged and Single Parents) must also be completed using the following guidelines: **Report a student only once under this section using the criteria for Individuals With Disabilities first, LEP second, Economically Disadvantaged third, and Single Parents fourth.** This means that a student who is both disabled and economically disadvantaged will be reported only in the Individuals With Disabilities section, not in both sections. **(Please see Special Populations definitions for further clarification.)**
5. Classes and enrollments for the second (or third) semester should only be entered after the beginning of the semester to which they apply. Do not estimate enrollment. This will mean that schools on the trimester system will not be able to send in this form until after the start of the third trimester.

C. Signatures

Assignment of login and password access to district employees by district administration is being used in lieu of signatures on 10-forms. Please make certain that access information is given to the appropriate individuals.

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Special Populations Definitions

Individuals With Disabilities: any individual with any disability (as defined in section 3(2) of the Americans With Disabilities Act of 1990), which includes any individual who (1) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (2) has a record of an impairment described in (1) of this definition; or (3) is regarded as having an impairment described in (1) of this definition. NOTE: This definition necessarily includes any individual who has been evaluated under part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973.

Limited English Proficiency (LEP): individuals (1)(i) who were not born in the United States or whose native language is a language other than English; (ii) who come from environments where a language other than English is dominant; or (iii) who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and (2) who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Economically Disadvantaged: a family or individual that is (1) Eligible for any of the following: (i) the program for Aid to Families with Dependent Children under part A of Title IV of the Social Security Act (42 U.S.C. 01); (ii) benefits under the Food Stamp Act of 1977 (7 U.S.C. 2011); (iii) to be counted for purposes of section 1005 of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended (chapter 1) (20 U.S.C. 2701); (iv) the free or reduced-price meals program under the National School Lunch Act (42 U.S.C. 1751).

Single Parents: an individual who (1) is unmarried or legally separated from a spouse; and (2)(i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant. **IMPORTANT NOTE: When reporting on students in this section, please note that you will report on students who are themselves, single parents according to the above definition.**

Additional instructions for reporting students enrolled in a Professional- Technical (PTS) Component

If you are teaching courses as **part of a Professional-Technical School/Academy**, you must first complete the 10E form that indicates in the title of the program that it is a "PTS Component" as follows:

1. Count Juniors and Seniors who are taking advanced professional-technical courses offered in your program as a part of the area Professional-Technical School/Academy.
2. Report all of those students in the Specific Labor Market Section, the grade level section, and the Special Populations section on the Program Enrollment Form (10E) that indicates that part of the program is a PTS Component (shown in the title on the 10E form).

Next, you will complete the Form 10E that does not indicate that the program is a PTS Component.

1. Count all of the remaining students in your program in grades 9 through 12 and report them in the correct sections of the regular program form.

The Division tries to report unduplicated enrollments as accurately as possible. Therefore, you must remember to exclude any students counted on the PTS Component enrollment form from the numbers shown on this form.

If you have any questions at all about reporting the PTS Component students, please contact either your Professional-Technical School/Academy Administrator, Dan Petersen in the Division office at dpeterse@pte.idaho.gov or Donna Simpson in the Division office at dsimpson@pte.idaho.gov.